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SOURCE UNIT ORGANIZATION OF THE TOPIC  
"BASES OF AMERICAN GOVERNMENT"

Submitted by

Roland Larrabee Wolcott  
(A.B., Middlebury, 1939)

In partial fulfillment of requirements for  
the degree of Master of Education

1 9 4 6

**First Reader :** Roy O. Billett, Professor of Education

**Second Reader:** Worcester Warren, Professor of Education

**Third Reader :**

SCHOOL OF EDUCATION  
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## CHAPTER I

### INTRODUCTION

This source unit has been prepared according to the writer's interpretation of the unit method as presented by Dr. Roy O. Billett in his course, The Unit Method of Teaching, offered at Boston University.

The terminology and the organization used in this source unit is intended to conform to the basic principles of unit organization as set forth in Fundamentals of Secondary School Teaching.<sup>1/</sup>

The source unit is not a teaching unit. A teaching unit is prepared by the teacher for a specific class and for a specific teaching learning situation. The teaching unit should be prepared only after the teacher has assembled all available facts which will enable him to know each pupil as an individual for the purpose of promoting his educative growth. In a teaching unit, the physical make-up of the classroom or laboratory should be considered and all available teaching aids should be utilized.

The source unit is prepared with the specific purpose  
<sup>1/</sup> Roy O. Billett, Fundamentals of Secondary School Teaching. Boston: Houghton Mifflin Company, 1940.

DECLARATION

STATEMENT

I, the undersigned, do hereby declare that the foregoing is a true and correct statement of the facts and circumstances as to the matters herein stated, and that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading.

I further declare that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading, and that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading.

I further declare that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading, and that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading.

I further declare that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading, and that I am not aware of any facts or circumstances which would render the foregoing statement false or misleading.

of providing teachers with a well-organized and extensive body of useful source material pertaining to a specific topic. The topic may limit the use of the source unit material to a particular subject matter field, but it does not necessarily follow that this material must be used at a specific grade level. The source unit is not prepared for a definite teaching learning situation. It is, rather, a source from which teachers may select whole blocks of material or receive suggestions for building their own teaching units. The source unit is organized in the unit form and thus provides both form and content to teachers preparing teaching units.

This source unit organization of the topic "Bases of American Government" represents an effort on the part of the writer to present a compilation of material which Social Studies teachers at the secondary school level will find useful in building teaching units.

To facilitate its use as a source, the topic has been divided into three "sub-units", namely: "Early Foundations of Our Government", "Significant Attempts Toward Union Preceding the Constitutional Convention", and "The Federal Constitution." Each "sub-unit" conforms to the basic principles of unit organization, but only by considering the source unit as a whole can it be properly evaluated.

In this source unit, each "sub-unit" consists of two definitely related sequences: " a sequence of teacher's goals







stated definitely as desired elements in the educative growth of the pupils, and a sequence of activities and experiences to help the pupils achieve the desired growth.<sup>1/</sup>

The first sequence is called the unit of learning<sup>2/</sup> and contains the following :

1. A general statement of the "sub-unit" which is a statement of the teacher's immediate goal, objective or purpose which the pupils will be given an opportunity to acquire via the experience route. It is not for the pupil's use, but is retained by the teacher.
2. The delimitation of the "sub-unit" is an attempt to delimit the unit, or in other words, to establish its boundaries. The delimitation represents the lesser learning products which are part of the unit and which are to be made the direct object of instruction in a specific teaching learning situation. The delimitation, also, is only for the teacher's use.
3. The indirect learning products present desired ideals, attitudes or appreciations toward which the knowledges or skills which are the unit and its delimitation will contribute.

<sup>1/</sup> Roy O. Billett, op. cit., p.460.

<sup>2/</sup> Ibid., p.140.

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4. The bibliography for teacher's use is a selected list of sources dealing with the topic which should prove valuable to the teacher. Each reference contains a selected bibliography which the teacher might desire to consult.

The second sequence is called the unit assignment.<sup>1/</sup>

It is the general plan of teacher-pupil activity and contains the following :

1. Introductory activities which are suggestions for introducing the work of the unit. An introductory activity provides a means for giving the pupils a running start in the work of the unit.
2. Core activities represent activities in which all pupils will engage directly at some time, in some way, and to some extent. These activities are aimed at bringing about the desired educative growth represented by the delimitation.
3. Optional related activities are activities which are related to the main learning product which is the unit, but in which pupils engage solely because they want to. The election of these activities is subject to the approval of the teacher and is carried out under his guidance and direction.
4. The achievement test items are suggested as one technique for evaluating the progress or the achievement of each pupil in the area represented by the unit and its delimitation. They are not necessarily used for marking purposes.

In preparing this source unit, the writer has attempted to make use of the following basic educational principles which should function in any given teaching learning situation:<sup>2/</sup>

<sup>1/</sup> R.O. Billett, op. cit., p.175.

<sup>2/</sup> Ibid., Part I.





1. All learning is the result of behavior. All learning at the conscious level takes place with reference to some goal.
2. Teaching is itself guidance and direction of this behavior which may result in learning.
3. All learning involves. integration.
4. Individual differences are always present.
5. Learning is an individual matter, but takes place better in a group setting.
6. Optimum emotionalization increases learning.
7. Explicit directions stimulate the will to learn.
8. The rotation of tasks is desirable.
9. Freedom of choice should be provided.
10. Knowledge of progress is a powerful incentive.
11. An opportunity to apply or use that which has been learned should be provided.

To the teacher desiring to make the best possible use of this source unit, the writer suggests that the following outline be followed.

1. Compile all available information concerning the pupils for whom you are preparing a teaching unit which will enable you to know each pupil as an individual for the purpose of promoting his educative growth. The equipment of the classroom or laboratory and the available teaching materials also should be considered.

2. Make a detailed study of the source unit.

3. From the unit of learning of each "sub-unit", select





those goals , or objectives contained in the delimitation which you consider will be most useful in your specific teaching learning situation. You may desire to rearrange or add to the material found. The references for teachers should prove helpful in this respect.

4. From the unit assignment, select one introductory exercise from the list provided which best meets your needs. Select the activities, in which you desire to have all the pupils engage, from the list of core activities. Under the optional related activities, you will find suggestions for individual and group work which the students may select under your guidance.

5. Prepare your bibliography for the students' use from those provided in the "sub-units", but do not include references which will not be made available to your students.

6. Add to the material taken from this source unit, such materials as you feel will improve your teaching learning situation.

These facts, as explained, constitute a serious obstacle to the realization of the plan. It is not possible to carry out the plan in its present form. The only way to overcome this obstacle is to revise the plan. The following are the reasons for this:

1. The first reason is that the plan is too ambitious. It requires a large amount of money, which is not available. The second reason is that the plan is too complicated. It involves many different departments and agencies, which makes it difficult to coordinate. The third reason is that the plan is too long. It takes a long time to complete, which is not practical. The fourth reason is that the plan is too risky. It involves a lot of uncertainty, which makes it difficult to predict the results. The fifth reason is that the plan is too inflexible. It does not allow for any changes, which is not realistic.

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## CHAPTER II

### "SUB-UNIT" ONE

#### "EARLY FOUNDATIONS OF OUR GOVERNMENT"

General statement of the unit.-- Man invented government that it might serve his needs. The strength and the weaknesses of the American federal system are deeply rooted in the colonial and English past.

Delimitation of the unit.--

1. To a marked degree individuals and groups of individuals are dependent one upon another.
2. Interdependence in group life necessitates cooperation even among primitive peoples.
3. Government arose to secure cooperation on the part of individuals within society for their mutual benefit and protection.
4. Government itself may be described as the agency through which the groups or social mind expresses itself. It is the machinery which is established for the purpose of regulating group affairs.
5. A function of government is to make it easy for the people to do good and difficult for them to do evil. Self government is the best.
6. Human needs are at the base of all true government.
7. The township, the county, the state, and the United States have peace and order ~~because~~ they have governments to secure them.
8. A state may be considered as an independent group of people living in a certain area under a definite form of government, whose affairs are regulated by means of laws and customs accepted by the group.

ARTICLE I

SECTION 1

ALL LEGISLATIVE POWERS SHALL BE VESTED IN A CONGRESS

- Consisting of a Senate and House of Representatives.
- The Senate shall be composed of two Senators from each State, chosen by the Legislature thereof, for six years; and the Electors in each State shall have the Qualifications requisite for Electors in that State.
- They shall be sworn, before entering on their Office, to support this Constitution.
- The House of Representatives shall be composed of Members chosen every second Year by the People of the several States; and the Electors in each State shall have the Qualifications requisite for Electors in that State.
- No Person shall be a Representative who shall not have attained to the Age of twenty five Years, seven Years a Citizen of the United States, and when elected shall have been seven Years a Citizen of that State in which he shall be chosen.
- Representatives and Electors in each State shall have the Qualifications requisite for Electors in that State.
- The House of Representatives shall choose their Speaker and other Officers; and shall have the sole Power of Impeachment.
- The Senate shall have the sole Power to try all Impeachments; when sitting for that Purpose, and shall sit with the Chief Justice of the United States. And no Person shall be convicted without the Concurrence of two thirds of the Members present.
- Judgment in Cases of Impeachment shall not extend further than to removal from Office, and disqualification to hold and enjoy any Office of honor, Trust or Profit under the United States; but the Party convicted shall nevertheless be liable to Civil and Criminal Prosecution, Trial and Judgment according to Law.

9. History discloses various differences in the framework of states as well as many variations in types of government attempted.
10. It is not the fact that institutions are formally set up in a written document that insures their security, but rather their suitability to the needs and desires of the people and their adaptability to changing needs.
11. American democracy has been developing for more than two hundred years.
12. The early colonists brought the seeds of democratic ideas to America from England where the ideas had been slowly developing for over four hundred years prior to the arrival of English settlers in America.
13. In brief, the democratic ideas brought to this country by early colonists might be called the "rights of Englishmen."
  - a. The first of these is the Magna Charta (1215) which limited the King's power and among other things, established the valuable right of trial by jury or trial by one's fellow citizens.
  - b. The second victory for the growing democratic ideal came in the Petition of Right (1628) in which the King surrendered certain powers to Parliament, including the right to lay and to collect taxes.
  - c. The third victory came with the Bill of Rights (1689) under which the Parliament was to have greater power than the King and Parliament could govern only with the consent of the voters who elected Parliament.
14. The distance from England and the independent spirit of the settlers who were struggling to build a new life in a new country helped to encourage new ideas. These new ideas represent the slow but steady growth of democracy in colonial America.
  - a. "Little Parliaments" were eventually established in each colony after years of struggle which further aided to keep alive the idea.



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## 14.(continued)

- b. The representative assemblies or "little Parliaments" were the early seeds of democracy in America.
- c. The Mayflower Compact in practice was the first pure democracy in America.
- d. The settlers who established themselves in the Connecticut Valley assumed control of their own affairs and drew up the famous "Fundamental Orders of Connecticut." This document has been called the first written constitution known to history that created a government.
- e. The legislative assembly became important centers where the believers in the democratic way could make speeches and fight the oligarchy in other ways.

15. The British Parliament had a legal right to pass laws necessary to control the colonies and to enforce mercantilism.

- a. Conflicts developed between the power of the English Parliament and the power of the colonial assemblies.
- b. The assemblies desired to keep what powers they had gained and constantly strived to increase their powers.

16. The local government within the various colonies differed in form as it developed.

- a. In New England, the town became the unit of local self government.
- b. The southern parish or county became the chief form of local government in the Southern colonies.
- c. In the middle colonies the chief form of local government was generally the town or county government with the powers divided between them.

1. The Commission on the Status of Women was established in 1946 to study the position of women in the United States and to make recommendations for their improvement.

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11. The Commission on the Status of Women was established in 1946 to study the position of women in the United States and to make recommendations for their improvement.



17. The free church in a free country became the American ideal during these years of colonial development.

- a. The complete separation of church and state is first found in the colony founded by Roger Williams.
- b. This principle spread, through the years, throughout the colonies, and became a fundamental right guaranteed every citizen when it was later included in the first amendment to the Constitution.

18. During the colonial period, voting remained chiefly the privilege of the landholders.

19. Office holding was quite generally a privilege held by those who had fairly large fortunes.

20. The spirit of liberalism and democracy during the colonial period was strengthened, but it had not been able to bring about a complete separation from the old world customs and traditions.

21. The political traditions of the colonies in their major outlines, became the foundation for the later government of the union.

22. Many Americans learned to practice and to think about the arts of government.

- a. They acquired training in drawing up bills and resolutions expressing their grievances, ideals, and demands.
- b. They learned to defend the projects they favored upon the floor of their assemblies, to argue with their opponents, and to carry on business in accordance with the rules of parliamentary law.
- c. As members of legislatures, they insisted on having and exercising certain powers of government which were considered by colonists as basic to liberty and self government.

23. There were endless controversies within each colony over the major issues of representation, taxation, defense against the Indians, the disposition of western lands, and matters of local government which provided the Americans

1. The Commission on the Status of Women, established in 1946, was the first of its kind. It was created by the Economic and Social Council of the United Nations to promote gender equality and to coordinate the work of the various organizations concerned with the status of women.
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23.(continued)

with experience in debating, lawmaking, and law enforcement.

24. The management of intercolonial and foreign affairs was the complete monopoly of the British government.

Indirect Learning Products:\*

1. The ability to gather information from reading, interviews, and observation.
2. The ability to assemble and organize material to solve problems and to present this material in both oral and written form.
3. The ability to think critically about his government.
4. An interest in the affairs of our government based upon knowledge.
5. An attitude of concern for improving his government.
6. An appreciation of some of the many problems of government.
7. Recognition of the service given the community, state, and nation by public officials and the need for strengthening this service.
8. Acquire an interest in problems of school government.
9. Become appreciative of the advantages derived through group activity which includes pooling and sharing the results.

\* Considered to be the same for each "sub-unit."

1. The purpose of this study is to determine the effect of the independent variable on the dependent variable. The study is designed to test the following hypotheses:

- 2. The null hypothesis is that there is no significant difference between the two groups.
- 3. The alternative hypothesis is that there is a significant difference between the two groups.
- 4. The study is designed to test the following hypotheses:
- 5. The null hypothesis is that there is no significant difference between the two groups.
- 6. The alternative hypothesis is that there is a significant difference between the two groups.
- 7. The study is designed to test the following hypotheses:
- 8. The null hypothesis is that there is no significant difference between the two groups.
- 9. The alternative hypothesis is that there is a significant difference between the two groups.

10. The study is designed to test the following hypotheses:

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1. The first part of the report is devoted to a general survey of the situation in the country.

2. The second part contains a detailed account of the work done during the year.

3. The third part is devoted to a discussion of the results of the work.

4. The fourth part contains a summary of the work done during the year.

5. The fifth part is devoted to a discussion of the results of the work.

6. The sixth part contains a summary of the work done during the year.

7. The seventh part is devoted to a discussion of the results of the work.

8. The eighth part contains a summary of the work done during the year.

9. The ninth part is devoted to a discussion of the results of the work.

10. The tenth part contains a summary of the work done during the year.

11. The eleventh part is devoted to a discussion of the results of the work.

12. The twelfth part contains a summary of the work done during the year.

13. The thirteenth part is devoted to a discussion of the results of the work.

14. The fourteenth part contains a summary of the work done during the year.

15. The fifteenth part is devoted to a discussion of the results of the work.

16. The sixteenth part contains a summary of the work done during the year.

## Sub-unit One

### Unit Assignment

#### \*Introductory Activities:

1. Obtain a copy of the Magna Charta. Read it to the class and through group discussion try to interpret its provisions. Attempt to bring out from members what they know of its importance or relationship to English and American history. The discussion should lead into the work of the unit.

2. Obtain a copy of the articles of organization and by-laws of the Student Council. If possible, provide each member of the class with a copy. Have them examine it carefully to determine the following :

- a. Purpose
- b. Need
- c. Officers
- d. How organized
- e. Source of authority
- f. Is it democratic ?

Through discussion by members of the class determine if :

- a. It functions according to its purpose ?
- b. What services does it provide ?
- c. What value is it to its members ?
- d. Is it necessary ?

The teacher should be able to capitalize on the interest created.

3. By means of a few carefully selected leading questions, determine from the students what they believe to be the functions of government. Have them use examples familiar to their everyday life. This might well be used

\*See introductory activities in "Sub-units " 2 and 3.





3. (continued) as a stimulus for the work of the unit.

4. Ask members of the class to cite some contact which they have had with a governmental service that day.

Numerous questions should be raised, such as, "How does government provide these services ? " "How are the officials chosen? Are these services necessary?" There are real possibilities here for the teacher who knows his students and is capable as a group discussion leader.

5. Perhaps your community is one in which the local history has been collected in available sources; if so, read to the class the story of the first establishment of government in that area. Use this as a basis for class discussion resulting in some conclusions in regard to:

- a. Reasons for providing a form of government.
- b. What the early founders expected of their government.
- c. Procedure necessary for this establishment.
- d. The officers needed and the method of selection.
- e. Points of contrast with present government.
- f. Importance of government as a topic for study.

6. Prepare a short objective test on information and attitudes regarding our government. The test items will serve as the subject for comment and expressions which will lead to a discussion of the problem in general. This test might well serve as a pre-test to eliminate material already known.





Core Activities:

(# Items marked# may well be used as individual or group activities).

1. If you were absolutely independent of all other individuals, explain what necessities and pleasures you might have.
2. The failure of just one individual can be a very serious matter to thousands of people. Explain, using what you consider to be the best example, the implications of this statement to your daily life.
3. What is government ? How does it affect individuals and groups in daily affairs ?
4. What are some of the duties of individuals and groups with respect to society as a whole ? Does society control the actions of individuals and groups ? If so, how ?  
Select a group of which you are a member to use as an example.
5. Write a paper or prepare a three-minute talk giving an account of a day in your life emphasizing the way in which governments serve you. Arrange with the teacher the manner and time this will be presented.
6. What public services are supplied by the local, state, and national governments in your community ? Which of these services affects you and your family ? Are these services necessary ? Explain your answer.
7. What is a law ? Why does society create laws ?
8. What is the difference between liberty and license ?  
Cite examples.



9. Are law enforcement officers necessary ? Why or why not ?
10. What should be done with laws which do not seem good for the majority of the people ? And why ?
11. Divide the articles you use every day into three classes: (a) those which you make yourself; (b) those which you could learn to make yourself; (c) those which you could not possibly make for yourself. What conclusion do you draw as to the extent of your dependence on others ?
12. Write out your own definition of government and read it to the class. Explain why you included what you did.
13. What are the functions and purposes of primitive government ? How do they differ from the functions and purposes of our modern governments ? How do you explain these differences ?
14. Can you find an example of a law that increases the liberty of the sum total of individuals by reducing the liberty of a few ? Do you consider this a good law ? Why or why not ?
- #15. Government is applied under such systems as absolute monarchy, limited monarchy, aristocracy, democracy, modern dictatorship, etc. What are some outstanding characteristics of each system ? What rights would you as an individual have under each ? Be prepared to report to the class under which system you would prefer to live.



1. The first principle of the theory of the mind is that the mind is a unity.
2. The second principle is that the mind is a unity.
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49. The forty-ninth principle is that the mind is a unity.
50. The fiftieth principle is that the mind is a unity.

16. Why does government provide certain services ? Will these services increase or decrease in the future ? Why ?
- # 17. Prepare a list of the "rights of Englishmen" brought to this country by the English colonists.
- # 18. What was the Magna Charta and why is it considered important to the study of popular government ?
19. Specifically, what provisions of the Magna Charta were held by the early colonists to be their rights ?
- # 20. Consult a history of Europe or some other reference from the bibliography provided you and prepare a report on the ancient theory of "divine right of kings." Make a comparison of this theory with the modern concept of the right of the people to rule.
- # 21. What powers were surrendered by the King of England to the English Parliament in the Petition of Right in 1628 ? What precedent did this act establish among English-speaking people ?
- # 22. What democratic principles may be traced to the English Bill of Rights of 1689 ? Cite an instance in our colonial past where these principles were being demanded by the colonists.
23. How did the distance from England affect the demand for local rule among the colonists ?
24. What is meant by the term "English common law" ? What were some of the basic principles which were brought to this country by early English colonists ?

1. The first question is whether the evidence is sufficient to establish the fact of the matter.
2. The second question is whether the evidence is sufficient to establish the fact of the matter.
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18. The eighteenth question is whether the evidence is sufficient to establish the fact of the matter.
19. The nineteenth question is whether the evidence is sufficient to establish the fact of the matter.
20. The twentieth question is whether the evidence is sufficient to establish the fact of the matter.



25. It has been said that the theory of mercantilism affected the attitude of the English government toward the type of government in her colonies. What proof can you find to illustrate or support this statement ?
26. How did the colonial merchants react toward the English governing policy ? Can you explain why the colonial merchants reacted so strongly ? Identify several of the leaders.
27. What instance can you find of the frontiers affecting the spirit of opposition toward England ?
- # 28. Prepare a list of the influences which tended to bind the colonists together to present a common front to the mother country. Prepare a second list showing the causes for many colonists remaining loyal to the mother country.
29. What is meant by the statement that laws interfering with trade and industry meant much more to the colonists than any abstract discussion of the principles of representation ? Can you find instances to support this statement ? Do you agree with it ?
30. What were the chief religious denominations in the colonies ? What forces tended to encourage the development of religious liberty ?
- # 31. Select one of the thirteen colonies and investigate its government prior to the Revolutionary period to determine the chief "democratic " features which it contained.



#32. Select one of the thirteen colonies and investigate its government prior to the Revolutionary period to determine the outstanding practices which were not "democratic" according to our present-day standards.

33. Find instances where colonial legislatures attempted to restrict royal or parliamentary interference. Were the colonial legislatures justified in these attempts ?

#34. Compile a list of the features of colonial government which had an enduring influence on American government. Be prepared to support your selection.

#35. Study the facts covering Bacon's Rebellion in Virginia. What seems to be the significance of this event to the work of this unit ?

#36. Prepare a list of the political ideas and social practices which grew out of the popular assembly of the eighteenth century.

#37. Prepare a special report on one of the following: the Fundamental Orders of Connecticut; the New England Confederation or the Work of the Albany Congress. Include instances or facts which you feel had some effect or influence in the organization of our present system of government. Consult with the teacher before starting your report.

38. What was the most common requirement for voting throughout the colonies during the colonial period ? What are your own opinions concerning such a system ?



1. The first of the two main points of the report is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

2. The second point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

3. The third point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

4. The fourth point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

5. The fifth point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

6. The sixth point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

7. The seventh point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

8. The eighth point is that the Government has not yet decided whether or not to accept the offer of the United States to purchase the surplus stocks of the Government.

39. Distinguish between the three types of government found in the English colonies. Mention a colony of each type. Which type was the most common by the close of the colonial period ?
40. Why is the town meeting frequently cited as an example of "pure" democracy ? In what colonies was this system in wide use ?
41. What was the unit of local government in the middle colonies ? In the Southern colonies ?
42. Investigate and report on the origin, purpose, and organization of the House of Burgesses in Virginia.
43. According to the terms of the charter of the Massachusetts Bay colony, who was given the power to govern the colony ? What change occurred in the organization during the colonial period ? What do you consider the significance of this change in organization ?
44. How well did the frontier regions fare in the colonial method of representation in the assemblies ? Use specific examples in your answer.
45. Can you show how the colonial assemblies, in their power of the purse, had a weapon of control over the Royal governors ? How did the colonial assemblies happen to have control of the purse ?
46. What was the status of the church in the colony founded by Roger Williams in Rhode Island ? How was this different from the status of the church in the Massachusetts Bay colony ?





47. How did the end of the French and Indian War affect the need for colonial union ?

#48. Prepare a list of the principal points of disputes or differences which divided the colonies. What forces tended to draw them into special groups rather than into one large unit ?

#49. Cite instances where the power of the English Parliament was challenged by the colonial assemblies. Was this legal ?

#50. Select one New England colony, one middle colony, and one southern colony and report on the qualifications for holding office in the governments of each. Do you consider that the majority of people in each of these colonies were truly represented ? Support your answer with facts.

51. The statement has been made that, "the legislative assemblies became important centers where the people who believed in the democratic way could make speeches and fight the oligarchy in other ways." What evidence can you find during the colonial period that offers proof to substantiate this statement ?

52. The colonial assemblies were not willing to give up what powers they had gained during the colonial years. What were some of these powers ? Why were the assemblies unwilling to give up some of these powers ?

53. Select five men whom you consider to have played outstanding roles in the development of American democracy during the colonial period. List the important contributions



53.(continued) which you consider each made. Be ready to support your selection against other selections made by other members of the class.

Optional Related Activities:

1. From the many services provided us by our local, state, and Federal governments select one to serve as a topic for a debate to be presented before the class or possibly as an assembly program. Consult with the teacher for further information and help in organizing the topic.
2. Consult a copy of your state constitution. From the preamble, determine the purposes of your state government. Report your findings to the class.
3. Obtain a copy of the articles of organization and by-laws of the student council. Examine it carefully keeping the following points in mind as aids in helping you to evaluate it.
  - a. Purpose
  - b. Need
  - c. Officers
  - d. How is it organized ? Is it democratic ?
  - e. What is the source of its authority ?
  - f. Is its authority limited? If so, by whom ?
  - g. Does it have a written body of rules and regulations ?
  - h. Does it function according to its purpose ?
  - i. What services does it provide ?
  - j. What value is it to its members ?
4. Prepare to tell the class concerning the lawmaking among the ancient civilizations. Refer to Hammurabi's Code, the Roman Code, Justinian's Code. These are suggestions to get





4. (continued) you started. Try to find additional sources. What evidence can you find that these early laws affected our present form of government and legal code ?
5. Consult a copy of the Mayflower Compact drawn up by the Pilgrims. What important step toward greater democracy does this represent ?
6. Keep a diary covering a day in your life. Note particularly the ways in which the various governments served you during the day and the part you played in group and community life. What conclusions are possible concerning the dependence or independence of an individual in our present-day society ?
7. Visit the local health department or health officer to find out the many things done to protect your health. Determine the number of employees, annual cost to the taxpayers, services rendered society, and the history of the department. Do you consider these services necessary ? Explain your answer. Such services were not provided the people in our early colonial period. Why are they provided today ? Be prepared to present your findings and conclusions to the class in the form of an oral report.
8. Suggested topic for a written report:- "Why government is more important to me than to the pioneers of the colonial period."
9. What does your father pay in property taxes each year ? Make a list of every means of protection to property provided by the government. Would it pay your father to have





9. (continued) local taxes and local governmental services abolished ? What are your conclusions ?
10. How do economic development and political development depend upon each other ? What examples can you find from your own community to use as illustrations for your answer ?
11. The increased comfort secured by our high degree of specialization has a price- a loss of independence. What has the government to do with these facts ? How does this affect you and your family ? Is the loss of independence justified ?
12. What standards or rules can you suggest to test the value of any governmental activity ? Of any governmental regulation of business ? Make use of specific examples from our present society.
13. The Dutch patroon system, the colonial proprietorships, and the southern plantation system have often been characterized as aristocracies. What are a few of the principal elements of an aristocratic government ? How well do you think it fits into modern social organizations ?
14. Make a special investigation of religious toleration in Maryland, Massachusetts, Virginia, and Pennsylvania. Be prepared to present your findings and conclusions to the class in a three to five-minute oral report.
15. What methods of voting for members of the colonial legislatures were used during the seventeenth and eighteenth centuries ? Compare your findings with the method of voting



15. (continued) used today in this state.

16. Dramatize a debate between colonial leaders and one of the noted English governors.

17. There are many historical novels concerned with the colonial period. If you think you might like to read one of these, ask the teacher for the list which is available. Other books may be substituted with the approval of the teacher.

18. Some particular individual during this period may arouse your curiosity or interest to the point where you desire to learn more about him. Come up and discuss the matter with the teacher, if you are unable to find the information you need.

19. Education is essential to any form of democratic government. What importance was attached to formal education in the various colonies during this period ? What generalizations can be made from the evidence available ? Be prepared to present a three-minute summary of your findings in an oral talk before the class.





Achievement Test Items:

Read the following statements and determine whether you consider them to be true or false. If you believe the statement as given to be false, draw a circle around the number of the item. If you believe the statement to be true, draw an "X" through the number of the item.

1. Democracy, as a form of government, originated in England.
2. By the provisions of the Magna Charta, the common people of England were given the right to vote.
3. Many of the traditions of our American democracy are inherited from the English.
4. The terms democracy and republic mean the same thing.
5. Government is the machinery which is established for the purpose of regulating group affairs.
6. A written constitution insures the security of the institutions it establishes.
7. American democracy has been developing for more than three hundred years.
8. The "rights of Englishmen" refers to their legal title to America.
9. In the Petition of Right (1628), the English Parliament was given the power to lay and collect taxes.
10. The Mayflower Compact represents pure democracy at work.
11. Parliament refers to a legislative assembly.
12. The Fundamental Orders of Connecticut was a written document that created a government.
13. The representative assemblies in the colonies have been called the "little parliaments."
14. The form of local government was the same throughout the colonies during the colonial period.
15. The complete separation of church and state is first found in the Virginia colony.





16. During the colonial period, voting remained chiefly the privilege of the landholders.
17. The settlers had an opportunity to practice the arts of government during the colonial period.
18. The English Parliament wanted the Americans to manage the intercolonial affairs.
19. The Americans believed that their assemblies should have the power to tax.
20. Nathaniel Bacon was a leader in the movement for complete separation of church and state.
21. The town meeting was typical to New England.
22. Liberalism and conservatism mean the same when used in connection with politics.
23. Some laws increase the liberty of the sum total of individuals by reducing the liberty of a few.
24. Aristocracy refers to a government by persons of high social rank.
25. The frontier regions were adequately represented in their assemblies.
26. In our daily life, we are affected by local, state, and national laws.
27. The early colonists considered they had certain rights among which was the right to trial by jury.
28. There were three distinct types of government in the English colonies.
29. Colonial assemblies had no control over the Royal governors.
30. The town meeting is often called an example of pure democracy.
31. The colonial assembly considered control of the purse to be their right.
32. The American frontier life tended to strengthen the spirit of individual rights among the settlers.



33. Colonial assemblies challenged the power of the English Parliament.
34. Provision was made in the first Virginia charter for a general assembly.
35. Representative government in early Massachusetts was theocratic.
36. Bacon's Rebellion represented a struggle between those who wanted more democracy and those who did not.
37. Theocratic government means government under a representative of the King.
38. The people in the royal colonies elected the royal government.
39. Everyone in the colonies believed in the need for more suffrage.
40. Today government provides far more services for the people than was provided in the colonial period.
41. The town meeting is still the common form of local government in our New England cities.
42. The right to vote was one of the "rights" which every Englishman had enjoyed in England.
43. Our local taxes are returned to us in the form of services.
44. Freedom of religion was a right guaranteed all colonists in America.
45. The Dutch patroon system was an example of a democratic form of government.
46. As our social order becomes more complex, we lose some of our independence.
47. Many of our democratic principles, which we enjoy today, originated during the colonial period.
48. In a representative democracy, the people take a direct role in the government.
49. True democracy exists in our large cities of the present day.
50. In our form of democracy, the leaders are dependent upon the people.





MATCHING

Below are two columns of items. You are to select the item from column II which you think best matches in meaning an item in column I. Place the number of the item selected from column II in the space provided at the left of column I.

<u>A</u>	<u>COLUMN I</u>	<u>COLUMN II</u>
---	"English common law"	1. Customs and habits of people
---	Bill of Rights	2. Hardships
---	Fundamental Orders	3. Rhode Island
---	Mayflower Compact	4. Parliamentary supremacy
---	House of Burgesses	5. Magna Charta
---	Town meeting	6. Connecticut
---	Suffrage	7. Virginia
---	Representative assembly	8. Landholding
		9. Little parliament
		10. Plymouth
		11. Local government

<u>B</u>	<u>COLUMN I</u>	<u>COLUMN II</u>
---	Proprietary	1. Church
---	Majority	2. More than two-thirds
---	Mercantilism	3. Frontier
---	Parish	4. Trade
---	Veto	5. Void
---	Minority	6. Local government
		7. Approve
		8. More than one-half
		9. Less than one-half
		10. Type of colony





## COMPLETION

Complete the following sentences using the word or words necessary to complete best the thought involved. Place your answer in the space provided at the left of each item.

- 1. The legislative body of the English government most nearly corresponding to our House of Representatives is--
- 2. The belief in the ----- is the essence of democratic government.
- 3. In a democracy, the power and control recognized in the government is given to it by the -----.
- 4. All individuals and groups are ----- upon one another.
- 5. Roger Williams founded the first colony in which the --- and government were separate.
- 6. Intercolonial affairs were managed by the --- government.
- 7. The chief form of local government in the middle colonies was the town or ----.
- 8. The origin of the principle contained in the first amendment to our present Constitution may be traced to the colony of---.
- 9. Common law refers to accepted laws and-----.
- 10. The colonial assemblies were able to limit the power of the royal governors through their control of the -----.



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### CHAPTER III

#### "SUB-UNIT" TWO

#### "SIGNIFICANT ATTEMPTS TOWARD UNION PRECEDING THE CONSTITUTIONAL CONVENTION"

General statement of the unit.-- Several times during the colonial period there were efforts made to unite the colonies, but every attempt failed to form a permanent union. The strengths and weaknesses of these plans provided the people and their leaders, by the trial and error method, with valuable experiences and precedents which later they were to need in framing the strong and permanent union.

#### Delimitation of the unit.--

1. Several times during the colonial period there were efforts to unite the colonies. Each effort to form a permanent union failed.
2. Fear of some outside or foreign power will usually force united action. It was this fear that produced the first attempt at colonial union.
3. The New England Confederation was formed as "a firme and perpetual league of friendship."
  - a. It was composed of the Connecticut, New Haven, Plymouth, and Massachusetts colonies.

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## 3.(continued)

- b. This union was dissolved when the king revoked the Massachusetts charter.
- 4. The Albany Plan of Union was proposed on the eve of the French and Indian War when delegates from seven colonies met at Albany, New York, to consider common action against the enemy.
  - a. This plan was rejected by the colonial assemblies and never went into effect.
  - b. Under the provisions of this plan there would have been a congress of delegates from each colony.
  - c. Representation was to be roughly apportioned among the colonies according to population and wealth.
- 5. Nine colonies were represented at the Stamp Act Congress whose delegates met and drew up declarations of the rights and grievances of the colonists.
- 6. The First Continental Congress drew delegates from twelve colonies who met to consider means of protecting the rights and liberties of the colonists.
  - a. The resolutions adopted by this body repeated and expanded the claims made by the Stamp Act Congress.
  - b. This congress set a date for a future meeting of delegates from all the colonies to be held in May, 1775.
- 7. As the war with England proceeded, the prospects for reconciliation faded, and the desire for independence mounted.





## 7. (continued)

- a. Thomas Paine on January 10, 1776, published his powerful tract, called "Common Sense" in which he demanded immediate and unconditional independence for the American colonies. The drift toward independence was accelerated.
  - b. The more people read, talked, and reflected, the stronger became the interest in freedom and independence. The word "independence" was echoing throughout the colonies.
  - c. The movement to break from Great Britain was spreading upward from the colonies to the Continental Congress.
  - d. The Congress advised every colony to form a government of its own. The colonies were assuming the powers of independent states.
8. The Continental Congress on July 4, 1776, formally adopted the Declaration of Independence. It consisted of three principal features.
- a. The preamble in a few strong sentences summarized the philosophy of government which, although not new, was a revolutionary challenge that was to ring throughout the world for centuries.
    - 1. All men are created equal and endowed by their Creator with certain inalienable rights, among which are life, liberty and the pursuit of happiness.
    - 2. Governments are instituted to secure these rights.
    - 3. Governments derive their just powers from the consent of the governed.





4. When any form of government becomes destructive of these ends, it is the right of the people to alter or abolish it and to institute new government.

5. The doctrine of equality demands that all citizens be treated equally before the law.

The doctrine of the equal right of all to participate in the government was not a part of this document.

b. The body of the Declaration of Independence sets forth in great detail the "causes" that impelled the American people to declare their separation from Great Britain.

c. The document concludes with the ringing statement: "That these united colonies are, and of right ought to be, free and independent states."

9. The Declaration of Independence cleared the air. The colonies had declared themselves free and independent states.

10. The Second Continental Congress continued to function for some time without any fundamental form of government.

11. The inherent weaknesses of the Second Continental Congress were quickly realized. The need for a stronger central government led to a new plan, modeled somewhat after Franklin's earlier Albany Plan of Union, known as the Articles of Confederation.

a. The Articles of Confederation were adopted by the Continental Congress in 1777, and submitted to the states for ratification.



11. b.(continued)

- b. All thirteen colonies eventually ratified them, but Maryland withheld her approval until 1781.

12. The Articles of Confederation provided for a loose union of states in which the state held the greater power and in which the central government could act only as an agent of the states.

13. Under that Articles of Confederation, the government consisted of a congress only: but congress was to have legislative, executive, and judicial powers.

- a. No state regardless of size, had more than one vote although it might send as many as seven representatives.
- b. Congress was given special powers which could be used by and for the Union such as: raising and supporting an army and navy, declaring war, making treaties, borrowing money, coining money, and establishing post offices. The approval of nine of the thirteen states was required before any of these powers could be exercised.
- c. The Articles could be revised and amended only by unanimous consent of all states.
- d. It could not tax the people directly, but could only ask each state to raise its share.
- e. It lacked the power to regulate interstate commerce.
- f. It could not enforce treaties with foreign powers.
- g. It could not even compel the states to obey its orders. It could recommend, but could not command.





## 13. (continued)

- h. Members of the congress were elected by the state legislatures. These members were essentially ambassadors from their states.
  - i. The Articles did not create either an executive or a judiciary.
- 14. On paper the Articles represented a strong central government of a democratic nature. In practice there were serious weaknesses.
- 15. The Articles only created a government of, for, and by the states. It was hardly more than a firm league of friendship.
- 16. The Confederation Congress did establish a new type of colonial administration known as the Northwest Ordinance. This policy was later continued by the new Congress under the Constitution.
- 17. Such forces as suffering, hardships, high prices, profiteering, political adjustments, and the "leveling tendencies" of the Revolution helped to strengthen the spirit of liberalism and democracy and to bring about a separation from old world customs and traditions.
  - a. Democratic tendencies appeared in the state legislation as the old order, represented by the office-holding aristocracy, was weakened.
  - b. The states of Connecticut and Rhode Island usually led the way in this march toward greater democracy in government.





18. Popular congresses and conventions controlled by patriots undertook to draft new state constitutions to replace the royal or proprietary governments.
19. The new state constitutions contained many democratic features. The colonial experiences resulted in the desire on the part of the people to protect themselves from the tyrannies of government.
  - a. Each contained a "bill of rights" guaranteeing freedom of speech and press, trial by jury, and the right to be free from unwarranted searches and seizures.
  - b. The new state constitutions adopted the practice of dividing the powers of government among three branches: the legislative, the executive, and the judicial.
  - c. The officials held office for short terms at the end of which new elections must be held. The framers felt that this would safeguard their liberties.
  - d. In general, each new state constitution provided for a bicameral legislature with members of both houses elected by popular vote.
  - e. Voting remained, as in colonial times, chiefly the privilege of the landholders. Qualifications for voting excluded fully half the men from the elections.
20. The end of the Revolution meant the birth of a nation. This new nation was dedicated to the ideals of equal opportunity, inalienable rights, and the government by the consent of the governed.
  - a. These high ideals were not immediately put into practice, yet they did give America a priceless heritage.
  - b. These ideals were to become the basis of our American way of life.



21. The word "republic" was not mentioned in the Declaration of Independence, the Articles of Confederation, or in any of the state constitutions. It was seldom if ever mentioned by the conservative elements in America.
22. The period following the Revolution clearly disclosed the need for a stronger central government, if the newly won freedom was to live.
23. The desire for a strong central government was not popular throughout the new states because strong elements among the people were not willing to give up the sovereignty which the individual states enjoyed.
24. "To change or not to change the form of government - to swing away from more authority or toward it-became by 1786 the burning issue before the American people."
25. In small groups, in the press, and by correspondence, the topic of government was debated with a searching and enlightened intelligence.
26. The Confederation Congress, aware of its inability to provide the states with a strong central government, invited delegates from all the states to meet in Philadelphia in May, 1781, with the express purpose of revising the Articles of Confederation.

Indirect learning products.-- Considered to be the same for each "sub-unit". See page 11.





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## Sub-unit Two

### Unit Assignment

#### \*Introductory activities:

(\*See introductory activities in "sub-units" 1 and 3).

1. Prepare a display of pictures, pamphlets, news items, and other materials relating to the United Nations. In the display emphasize the difficulties which are involved. Prepare the display in such a manner as to attract the student's attention and to arouse curiosity and interest. Through class discussion the various problems facing the United Nations might be raised and listed on the blackboard. Try to determine reasons for these differences. Compare this situation to instances relating to the everyday life of the students. Through some such technique it should be quite possible to compare the conclusions to the study of the unit.
2. Display pictures, pamphlets, curios, books, written materials, etc., relating to some phase of the unit in a conspicuous place. In your arrangement, try to arouse curiosity and interest. Stimulate them to the point where they will ask questions. It might be possible to divide the class into teams or groups to determine which groups already had some information on the topic. A few pointed questions relating to the work of the unit might prove desirable.
3. Secure a copy of the book, Patrick Henry and the Frigate's Keel, by H. Fast. There is hardly a chapter in this book



3. (continued) which would not interest the majority of the class. However, chapters 1, 4, and 9 are especially adaptable to introducing the work of this unit.

4. Prepare an account of a situation which you are sure is of interest to the majority of the class. Present it so that they will be ready to offer conclusions. Throughout the discussion attempt to draw out the opinions of all and do not attempt to answer the question yourself. The object should be to stimulate discussion in order to bring out the many differences of opinion and use this as a means of illustrating the difficulty in a group arriving at a conclusion acceptable to all. The necessity for having further information should also result from this discussion. Consult R.D.Allen, Case Conference Problems in Group Guidance, for specific examples of this technique.

5. Secure a radio transcription of one of the Town Meetings of the Air or one of the Chicago Round Table discussions and play it to the class. You might like to use one of the following:

a. What is the American Way ? April 28, 1938. NBC. 33 1/3 RPM (Town Meeting)

b. What Does Democracy Mean ? February 3, 1938. NBC. 33 1/3 RPM (Town Meeting)

c. Democracy. February 6, 1938. NBC. 33 1/3 RPM. (Chicago Round Table).

Various points discussed are directly related to the work of the unit.



1. The first thing I noticed when I stepped out of the plane was the cold air. It was a sharp contrast to the warm, humid air of the tropics. I shivered slightly, but then I remembered that this was just the beginning of my journey.

2. As I walked through the airport, I saw people from all over the world. Some were traveling in luxury, while others were struggling to make it. I felt a sense of curiosity and wonder. This was a new world, a world full of possibilities and challenges. I was excited to see what I could achieve here.

3. The first few days were a blur. I was constantly moving from one place to another, trying to get my bearings. I met some amazing people, some of whom became my friends. I learned a lot about the culture and the people. I was grateful for the experience and the people I met.

4. As the days went by, I began to settle in. I found a place to live, a job, and a community. I was happy to be here, and I was excited to see what the future held for me. I was determined to make the most of my time here and to achieve my dreams.

5. The journey was not without its challenges. There were times when I felt lost and alone, and there were times when I felt like I was being overwhelmed. But I always found a way to push through and to keep going. I was grateful for the support of my friends and family, and I was determined to make the most of my time here.

6. There are films available which might very well be used to introduce the unit. The film, "Sons of Liberty", is available in the 16mm. size and is particularly adaptable to this topic. The teacher should preview the film and prepare specific points or facts which the students are to note.

Core Activities:

1. Imagine you are a member of the group aboard the Mayflower. Make a list of the proposals you feel should be included in the compact that is to be drawn up.
2. Construct a chart of your own design illustrating the conditions which brought about the need for the New England Confederation.
3. What was the Ordinance of 1781 ? What section of the country did it affect ? What were its provisions ? Do you consider this an important document ? Explain.
4. Prepare a list of the events occurring during the "Critical Period" which you consider signs of a growing need for a strong central government.
5. What is meant by "rule by majority"? How is it related to democratic government ? Upon what occasions have you actually seen it used ?
6. What is a minority ? Find three examples of minority groups from our colonial history.
7. What form of government was provided the American states under the Articles of Confederation ? Did it meet their needs? Explain.

1. The first thing I noticed when I stepped out of the plane was the fresh air. It was a relief after the stuffy cabin. I looked around and saw a few other passengers. Some were looking at their watches, while others were looking at their phones. I felt a bit out of place, but I tried to relax. The flight attendant smiled at me and said, "Welcome aboard. We'll be in the air in about five minutes. Please fasten your seatbelts."

Continued on page 45

2. The flight attendant was very friendly. She asked if I needed anything to drink. I said no, but she offered me a glass of water. I took it and felt better. The plane started to move, and I saw the runway in front of me. The pilot gave a thumbs up, and we took off. The view from the window was amazing. I saw the clouds and the ground below. I felt like I was flying.

3. The flight was smooth. I didn't feel any turbulence. The flight attendant came back to check on me. I told her I was fine. She smiled and said, "Great. We'll be landing in about an hour. Please keep your seatbelts fastened until we are on the ground."

4. The plane landed safely. I saw the runway and the taxiway. The pilot gave a thumbs up, and we stopped. The flight attendant helped me get off the plane. I felt like I had made it. I was happy to be home. I saw my family and friends. They were all waiting for me. I felt like I had won the lottery.

5. The flight was a great experience. I enjoyed every minute of it. The flight attendant was very helpful. The pilot was very professional. The view from the window was beautiful. I will definitely fly again. I was so lucky to have this trip. I was so happy to be home.

6. The flight was a great experience. I enjoyed every minute of it. The flight attendant was very helpful. The pilot was very professional. The view from the window was beautiful. I will definitely fly again. I was so lucky to have this trip. I was so happy to be home.

7. The flight was a great experience. I enjoyed every minute of it. The flight attendant was very helpful. The pilot was very professional. The view from the window was beautiful. I will definitely fly again. I was so lucky to have this trip. I was so happy to be home.

8. The flight was a great experience. I enjoyed every minute of it. The flight attendant was very helpful. The pilot was very professional. The view from the window was beautiful. I will definitely fly again. I was so lucky to have this trip. I was so happy to be home.



8. Why were delegates from seven colonies interested in Franklin's Albany Plan of Union ? What features were included in this plan ? Why did this proposed union fail ?
9. What were the principal rights and grievances drawn up by the Stamp Act Congress ?
10. Select one of the original colonies and consider yourself its delegate to the First Continental Congress. What are your feelings concerning the rights and grievances of the people whom you represent ? Prepare a report on your activities at this convention.
11. What evidence can you find to illustrate the growing desire among the colonists for greater political freedom from Great Britain ?
12. Examine a copy of the Declaration of Independence. Note that it consists of three principal features. Identify each of these in a sentence or two of your own words.
13. Read the preamble to the Declaration of Independence. Now, in your own words, rewrite the philosophy of government which is expressed. What are your comments on this philosophy?
14. Select any ten grievances mentioned in the Declaration of Independence and find specific evidence or instances to illustrate each of these ten claims.
15. What do you consider the most significant statement in the final paragraph of the Declaration of Independence ? Why ?

1. The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ .

2. In the second part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (2) are satisfied.

3. In the third part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (3) are satisfied.

4. In the fourth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (4) are satisfied.

5. In the fifth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (5) are satisfied.

6. In the sixth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (6) are satisfied.

7. In the seventh part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (7) are satisfied.

8. In the eighth part, we consider the case of the existence of solutions for the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . We show that the system of equations (1) has solutions for arbitrary values of the parameters  $\alpha$  and  $\beta$  if and only if the conditions (8) are satisfied.

16. What specific powers were held by the Second Continental Congress? What was the source of these powers ?
17. "On paper the Articles of Confederation represented a strong central government of a democratic nature. In practice there were serious weaknesses." What are your reactions to this statement ? Do you think it true or false ? Why ?
18. What system of colonial administration did the Confederation Congress establish ? Why was this considered a creditable act ?
19. What evidence can you find to show that the state government was becoming more democratic ? What groups were supporting this trend ? What groups opposed ?
20. Prepare a list of facts which you think represent proof of the lack of authority held by the Confederation Congress.
21. What evidence is there to show that the government of the Confederation could not command respect abroad ?
22. Today the Federal government controls interstate commerce. Under the government of the Confederation, who held this power ?
23. Why did Maryland refuse to approve the Articles of Confederation until the end of the Revolution ? How did her refusal affect the other colonies ?
24. If the Articles of Confederation represented the strongest union attempted by the colonies up to that time, why did it fail ?





25. The Declaration of Independence states that, "All men are created equal." Do you agree that this is true ? Why or why not ? What do you think the framers of this document meant ?

26. Did the Declaration of Independence include the doctrine "equal right of all to participate in the government" ? Explain.

27. What reasons can you suggest for the Declaration of Independence being considered as a fundamental basis for our American way of life ?

28. The new state constitutions drafted to replace the royal or proprietary governments contained many democratic features. What were some of these features ? Why were they included ? Why are they considered democratic features ? Can you trace their origin ?

29. Describe the attitude of New England, during the colonial period, toward popular education. How does it compare with the present attitude toward popular education in your community ?

30. What were the Committees of Correspondence ? How were they organized and what was their purpose ? Who were some of the leaders ?

31. Why was the propertied class so disturbed by conditions following the Revolution ? What did they do to bring about a stronger central government ?

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Optional related activities:

1. Prepare an account of Benjamin Franklin's role in the proposed Albany Plan of Union. Consult the card file bibliography on the teacher's desk for your sources of information.
2. Using an outline map, indicate the types of colonial government existing in 1682 and 1763. Use a color key of your own choice.
3. Prepare a three or five-minute talk before the class on the subject, "What we mean by government by the consent of the governed." Consider such questions as: Consent to do what ? Consent given to whom ? How ? By whom ? Why ?
4. Select from the special bibliography posted on the bulletin board a novel relating to this period of American history. Arrange with the teacher the form of your report.
5. You are to gather all possible information concerning Thomas Paine. When properly prepared, you will appear before the class to present your views on the subject of independence. In your investigation attempt to discover information about his personal characteristics as well as his political views in order that your impersonation will be more realistic.
6. Consider yourself an average farmer living in western Pennsylvania during the period immediately following the Revolution. You are rather heavily in debt, but have some high hopes that by selling your crops you can repay your debts. What are your opinions on the subject of the state's issuing paper money ? Why ?

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24. The first of the three parts of the history is the

7. You are to consider yourself the creditor referred to in item #6. What are your opinions on the subject of the state's issuing paper money ? Explain your position.
8. Consult the bibliography at the teacher's desk for material concerning the activities and interests of the Ohio Company in the Northwest Territory. Prepare a report of your investigations, so that it may be given to the class in oral form.
9. Make a special investigation of the circumstances leading to Shay's rebellion. Plan your report so that it may be given to the class in a four-minute talk.
10. Prepare a chart or other graphic form that will illustrate the relationship existing between the central government and the state under the Articles of Confederation.
11. Read a copy of the Virginia Declaration of Rights and prepare a list of the rights included in this document. Then read the Declaration of Independence and make an item for item comparison of the two documents. What are your conclusions ?
12. Prepare a poster or chart which will contrast the voting requirements during the colonial period with those of the present day.
13. Draw a cartoon to show your interpretation of the weak central government existing under the Articles of Confederation.
14. Make a list of colonial leaders who advocated a complete break with England. Which of these were signers of the Declaration of Independence ?



1. The first of the main points of the report is that the Government should take steps to ensure that the public is kept informed of the progress of the work of the Commission. This should be done by means of a regular publication of the Commission's findings and recommendations. The Commission should also hold public hearings and consult with the public on its work. The Commission should also be required to submit a report to the Government on its work at regular intervals.

2. The second of the main points of the report is that the Government should take steps to ensure that the Commission is given the resources it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

3. The third of the main points of the report is that the Government should take steps to ensure that the Commission is given the independence it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

4. The fourth of the main points of the report is that the Government should take steps to ensure that the Commission is given the powers it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

5. The fifth of the main points of the report is that the Government should take steps to ensure that the Commission is given the support it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

6. The sixth of the main points of the report is that the Government should take steps to ensure that the Commission is given the information it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

7. The seventh of the main points of the report is that the Government should take steps to ensure that the Commission is given the facilities it needs to carry out its work. This should be done by means of a regular allocation of funds to the Commission. The Commission should also be given the authority to call in and examine the accounts of the Government departments.

15. Prepare a chart to test the historical accuracy of the grievances listed in the Declaration of Independence. In one column list each grievance stated briefly in your own words, and in the second column list as many concrete examples of each grievance as you can locate.

16. Present in some pictorial form the various attempts at union from the beginning of the colonial period to the Constitutional Convention.

17. In a group of four, debate the following question- Resolved: that the Stamp Act was of real value to the colonists.

18. Investigate and prepare a report, for the information of the class, on the Virginia Declaration of Rights.

19. Perhaps you would be interested in reading a thrilling novel of the exploration and settlement of the Northwest.

If so, the novel, Northwest Passage, will certainly hold your attention.

20. Today our newspapers and magazines present the American people with the everyday actions of our government. What newspapers and magazines were available during the colonial period ? Contrast these early editions with our present-day editions.

21. Read some extracts from Thomas Paine's pamphlet, "Common Sense", and write out your own evaluation of some of his points.

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### Achievement Test Items:

Read the following statements and determine whether you consider them to be true or false. If you believe the statements as given to be false draw a circle around the number of the item. If you believe the statement to be true draw an "X" through the number of the item.

1. The New England Confederation represented an attempt by the British Parliament to unite the colonies.
2. Fear of some outside or foreign power will usually bring about united action.
3. The colonies of Connecticut, Rhode Island, Plymouth and Massachusetts Bay formed the first colonial union.
4. The Albany Congress resulted from the felt need of protection from the French and Indians.
5. The suggestion for a colonial union came from the English Board of Trade.
6. Franklin proposed a plan for a general confederation of the colonies.
7. The defeat of the French renewed the demands for a colonial union.
8. The Albany Plan of Union was accepted by the colonies.
9. The desire for colonial union was strong, but the colonial assemblies could not agree on the manner and form.
10. Economic and geographical forces tended to draw the colonies into special groups rather than one large unit.
11. The religious question was unimportant in inter-colonial relations.

# Section 1. General

The purpose of this Act is to provide for the establishment of a system of public health and safety measures in the State of New York. It is the policy of the State to protect the health and safety of its citizens and to promote the general welfare of the State.

Section 2. Definitions

Section 3. Short Title

Section 4. Construction

Section 5. Severability

Section 6. Effective Date

Section 7. Repealer

Section 8. Emergency Clause

Section 9. Title

Section 10. Purpose

Section 11. Scope

Section 12. Construction

Section 13. Severability

Section 14. Effective Date

Section 15. Repealer

Section 16. Emergency Clause

Section 17. Title

Section 18. Purpose

Section 19. Scope

Section 20. Construction

Section 21. Severability

Section 22. Effective Date

12. Major outlines of colonial political traditions became the foundation of our present government.
13. The terms of the New England Confederation provided a strong union for the New England colonies.
14. Early colonial experiments in union were a result of the need for protection from an outside force.
15. The Stamp Act Congress represents an instance of united action by delegates from nine colonies.
16. The delegates at the Stamp Act Congress disagreed and disbanded without taking definite action.
17. The First Continental Congress contained delegates from twelve colonies.
18. The delegates at the First Continental Congress adopted resolutions demanding the protection of their rights and redress of grievances.
19. The First Continental Congress set a date for another meeting of delegates from the colonies to be held next year.
20. Thomas Paine attempted to improve relations between England and the colonies.
21. At the beginning of the Revolution, the desire for independence was desired by the majority of the colonists.
22. The Declaration of Independence contained a philosophy of government.
23. The Declaration of Independence meant that the colonies were assuming the powers of independent states.



10. The Commission is authorized to conduct such investigations as may be necessary to determine the facts and circumstances surrounding the alleged violations of the provisions of the Act.
11. The Commission is authorized to require any person who is in possession of any document or information which may be material to the investigation to produce such document or information.
12. The Commission is authorized to administer oaths and to require any person who is in possession of any document or information which may be material to the investigation to swear to the truth of the statements made by him.
13. The Commission is authorized to employ such personnel as it may deem necessary and to fix the compensation of such personnel.
14. The Commission is authorized to make such contracts and to incur such expenses as it may deem necessary for the purpose of carrying out its functions.
15. The Commission is authorized to make such rules and regulations as it may deem necessary for the purpose of carrying out its functions.
16. The Commission is authorized to make such reports as it may deem necessary to the President and to the Senate.
17. The Commission is authorized to make such recommendations as it may deem necessary to the President and to the Senate.
18. The Commission is authorized to make such other and sundry provisions as may be necessary for the purpose of carrying out its functions.

24. The doctrine of equal rights of all to participate in the government was a part of the Declaration of Independence.

25. The Declaration of Independence established a form of government.

26. The Articles of Confederation provided a central government for the colonies.

27. The Articles of Confederation provided a loose union of states.

28. The Confederation Congress controlled interstate commerce.

29. Under the Articles of Confederation each state had one vote.

30. The Articles created a separate judiciary department.

31. The individual state maintained its sovereignty under the Articles.

32. The Confederation Congress passed the act known as the Northwest Ordinance.

33. The new state constitutions reflected the desire of the people for a greater share in their government.

34. The practice of dividing the powers of government among the three branches originated in the Articles of Confederation.

35. Much of the philosophy of government found in the Declaration of Independence was later included in our present form of government.

36. The Articles created a government of, for, and by the people.

1. The first of these is the fact that the Government has a long and distinguished record of service to the people of the United States.
2. The second is the fact that the Government has a long and distinguished record of service to the people of the United States.
3. The third is the fact that the Government has a long and distinguished record of service to the people of the United States.
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10. The tenth is the fact that the Government has a long and distinguished record of service to the people of the United States.



37. The new state constitutions provided for a bicameral legislature.
38. In the new state constitutions the privilege of voting was extended to all.
39. The end of the Revolutionary War marks the birth of a new nation.
40. The new nation was dedicated to the ideal of government by the consent of the governed.
41. The desire for a strong central government was popular throughout the colonies.
42. Individual states were willing to give up their sovereignty.
43. Thomas Paine demanded immediate and unconditional independence in his tract, "Common Sense".
44. The Confederation Congress did not have the power to enforce its laws.
45. The Articles of Confederation contained no provision for amendment.
46. The Articles of Confederation provided a federal form of government.
47. All men are created equal.
48. The "Critical Period" refers to the years of the Revolutionary War.
49. The Articles of Confederation established the strongest union attempted by the colonists up to that time.
50. A system of colonial administration was provided by the Confederation Congress.

1. The first section of the report deals with the general situation of the country and the progress of the work during the year.

2. The second section contains a detailed account of the work done in each of the various departments.

3. The third section gives a summary of the results of the work done in each of the various departments.

4. The fourth section contains a list of the names of the persons who have been employed during the year.

5. The fifth section contains a list of the names of the persons who have been employed during the year.

6. The sixth section contains a list of the names of the persons who have been employed during the year.

7. The seventh section contains a list of the names of the persons who have been employed during the year.

8. The eighth section contains a list of the names of the persons who have been employed during the year.

9. The ninth section contains a list of the names of the persons who have been employed during the year.

10. The tenth section contains a list of the names of the persons who have been employed during the year.

## MULTIPLE CHOICE

Below are several questions, each one of which is followed by four answers. In the parentheses at the left, place the number of the best answer. Only one answer is correct for each question.

A.

( ) The Stamp Act

1. Raised the postage rate between England and the colonies.
2. Was advocated by Patrick Henry.
3. Placed a tax on legal documents and newspapers.
4. Was passed by the Second Continental Congress.

B.

( ) The Articles of Confederation gave Congress power to--

1. Tax the people directly.
2. Regulate interstate commerce.
3. Compel the states to obey its orders.
4. Borrow money.

C.

( ) The Articles of Confederation were---

1. A government body .
2. Regulations for a form of government.
3. A meeting of delegates.
4. A list of grievances.



CHAPTER 1

THE first chapter of the book is devoted to a general introduction to the subject of the book. It discusses the importance of the subject and the scope of the book. It also discusses the methods used in the book and the organization of the book.

1.1 THE SUBJECT

1. The subject of the book is the study of the history of the world.
2. The subject of the book is the study of the history of the world.
3. The subject of the book is the study of the history of the world.
4. The subject of the book is the study of the history of the world.
5. The subject of the book is the study of the history of the world.

1.2 THE SCOPE OF THE BOOK

1. The scope of the book is the study of the history of the world.
2. The scope of the book is the study of the history of the world.
3. The scope of the book is the study of the history of the world.
4. The scope of the book is the study of the history of the world.
5. The scope of the book is the study of the history of the world.

1.3 THE METHODS USED IN THE BOOK

1. The methods used in the book are the study of the history of the world.
2. The methods used in the book are the study of the history of the world.
3. The methods used in the book are the study of the history of the world.
4. The methods used in the book are the study of the history of the world.
5. The methods used in the book are the study of the history of the world.

D.

( ) A compact means---

1. An agreement.
2. A charter.
3. An order from a court.
4. A warrant.

E.

( ) Each state constitution contained----

1. A unicameral legislature.
2. A bill of rights.
3. The word republic.
4. A provision for universal suffrage.

F.

( ) The Articles of Confederation became effective----

1. During the war.
2. Before the war.
3. After the war.
4. When ratified by nine states.

G.

( ) The chief function of local government is to ----

1. Provide certain services and protections, such as police, fire, schools, etc.
2. Make treaties with foreign powers.
3. Regulate interstate commerce.
4. Provide military protection.

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- 1. ...
- 2. ...
- 3. ...
- 4. ...
- 5. ...

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- 1. ...
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- 1. ...
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- 4. ...
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H.

( ) American democracy as a form of government means----

1. That the people elect all their officials.
2. That the government always does what is best.
3. That, in general, the government expresses the wishes of the majority of the people.
4. That every individual is free to do as he pleases.

I.

( ) The Declaration of Independence was adopted by----

1. The First Continental Congress.
2. The Second Continental Congress.
3. The Confederation Congress.
4. The Constitutional Convention.

.2

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- 1. The first of these is the fact that the Government has not yet decided whether it will accept the offer of the United States to purchase the surplus stocks of the Government.
- 2. The second is the fact that the Government has not yet decided whether it will accept the offer of the United States to purchase the surplus stocks of the Government.
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- 1. The first of these is the fact that the Government has not yet decided whether it will accept the offer of the United States to purchase the surplus stocks of the Government.
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## CHAPTER IV

### "SUB-UNIT"THREE

#### "THE FEDERAL CONSTITUTION"

General statement of the unit.-- The failure of the central government to maintain an effective union during the period following the Revolution created a growing demand for a stronger central government. This demand resulted in the Constitutional Convention where delegates from twelve states met to establish a more perfect union. Their labors produced the Constitution which became the fundamental law of the land and the basis of our American way of living.

#### Delimitation of the unit.--

1. The period following the end of the Revolutionary War has been often called the "Critical Period."
  - a. The state legislatures, controlled by popular majority, were asserting more and more liberties. They were determined to protect their local interests.
  - b. Controversies arose among the states over the disposition of western lands, debts, and money.
  - c. States acting as independent republics went to extremes in their indifference to the fortunes of the union.

1. INTRODUCTION

2. OBJECTIVES

3. SCOPE OF THE STUDY

The study is intended to --

1. To determine the effect of the --

2. To determine the effect of the --

3. To determine the effect of the --

4. To determine the effect of the --

5. To determine the effect of the --

6. To determine the effect of the --

4. CONCLUSIONS

1. The study has shown that --

2. The study has shown that --

3. The study has shown that --

4. The study has shown that --

5. The study has shown that --

6. The study has shown that --

7. The study has shown that --

8. The study has shown that --



2. The economic collapse after the war coupled with the accompanying "radical" program in the various states looking toward cheap money caused the more conservative elements to work for a stronger national government.

3. The Confederation Congress lacked powers to prevent the states from interfering with matters of common or general concern.

- a. Congress could not stop the state issues of paper money or their interference with interstate and foreign commerce.
- b. Congress could not send troops to put down insurrections or to enforce the laws of the union if they encountered popular resistance.

4. The Confederation Congress, aware of its inability to provide the states with a strong central government, invited delegates from all the states to meet in Philadelphia in May, 1787, with the express purpose of revising the Articles of Confederation.

5. Every state except Rhode Island sent delegates to the meeting in Philadelphia. This Convention is referred to as the Constitutional Convention.

- a. The members of the Convention represented primarily the conservative, propertied, business classes.
- b. The majority were lawyers who had had considerable experience in public life as wealthy land owners, planters, money lenders, and merchants.
- c. The small farmers, debtors, and frontiersmen were without adequate representation.



6. The main problem faced by the delegates was to create a national government strong enough to be effective without trespassing unduly upon the sovereign power of the states.
7. The sessions of the convention were marked by many differences of opinions and long periods of debate.
8. The agreements of the convention were more numerous and important for the nation than the dissensions and the compromises.
9. The serious disputes in the convention were mainly over the details of realizing the accepted purposes.
10. The delegates represented different political and economic interests which had to be reconciled.
11. As a result of various compromises, the details of the new constitution gradually took shape.
  - a. The finished document finally appeared on September 17, 1787, and was signed by a safe majority, although there were many delegates who refused to sign it.
  - b. A provision was included in the Constitution for the document to become effective upon the approval of nine states. Popularly elected delegates to state conventions would pass on the proposed document.
12. The publication of the proposed plan for a new national government brought forth a roar of public debate. Almost every line of the Constitution received the attacks of the critics.
13. Able defenders came to the support of the Constitution in pamphlets, articles in newspapers, letters, and public speeches.



1. The first group of the following list is...
2. The second group of the following list is...
3. The third group of the following list is...
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12. The twelfth group of the following list is...
13. The thirteenth group of the following list is...
14. The fourteenth group of the following list is...
15. The fifteenth group of the following list is...
16. The sixteenth group of the following list is...
17. The seventeenth group of the following list is...
18. The eighteenth group of the following list is...
19. The nineteenth group of the following list is...
20. The twentieth group of the following list is...

14. By autumn of 1778, eleven of the thirteen states had accepted the new union, but only after they had been promised a "Bill of Rights" in the form of amendments as soon as the new government got under way.

15. The inauguration of George Washington on April 30, 1789, marked the launching of the republican experiment known as the United States of America.

16. The Preamble to the Constitution made it clear that the framers were not creating a mere league of states as under the Articles of Confederation.

- a. It announced that the Constitution and Federal laws were to be supreme over all state actions conflicting with them.

- b. It declared that the Constitution was ordained and established by the people of the United States-not just articles of agreement among the states.

17. The Constitution authorized the new government, in the exercise of its powers, to deal directly with individuals-not states. It could compel obedience to Federal laws by the use of its own agencies.

18. The Constitution divided the powers of government between the Federal Government (nation) and the States.

- a. The powers specifically granted to the Federal Government were limited and enumerated in the Constitution.

- b. In general, the powers granted to the Federal Government were national in scope, and, if exercised by the several states, would lead to chaos and disorder.

The United States has to provide, over its entire life, a  
 constant and not easily met demand for the maintenance  
 of its own and the world's peace.

...and the world's peace.

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...the world's peace.



## 18. (continued)

- c. To make definite this division of powers the Constitution contained a list of things that the Federal Government shall not do. It also contained a list of things that states can not do.
- d. All powers not granted to the Federal Government or restricted to the states are reserved to the states respectively or to the people.

19. Congress was granted the power to make all laws which shall be necessary and proper for carrying into execution the powers granted the Federal Government. This is known as the "elastic clause" or the "doctrine of implied powers."

20. The Constitution provided a system of checks and balances or threefold separation of powers among the executive, legislature, and the judiciary.

- a. No one branch of the government is supreme. Each is dependent in some respects on the other.
- b. The purpose of the check and balance system is to prevent any one branch of the government from becoming too powerful or any one department from interfering unduly with the rights of property and of individuals.

21. The Constitution placed the executive power in the hands of the President who is elected every four years by an electoral college. The Electoral College has, in the course of time, become merely an agency which registers the popular vote.

22. The legislative power was vested in a Congress consisting of a Senate and a House of Representatives.

- a. Representation in the House of Representatives is based upon the population by states.
- b. Each state is allowed two Senators.
- c. Members of both houses of Congress are elected directly by the people.



23. The judicial power was vested in a Supreme Court. Congress may establish such inferior courts as it deems necessary.

24. Custom and judicial decision have added unwritten features to the written Constitution.

- a. The Supreme Court has established the practice of judicial review by which it may declare the laws of Congress and the states unconstitutional.
- b. The congressional committee system of preparing and considering laws.
- c. The custom and practice of the political party system.
- d. The Cabinet system is an outgrowth of custom and congressional enactment.

25. The Constitution provides for orderly change through formal amendments.

26. The Constitution merely provides a framework of government which has been given life by laws made and executed by men, by tradition, and by custom.

27. The system of Federal Government in the United States retains the advantages of local self-government for the states as well as it secures the strength which results from union.

- a. Consideration for the individual may be seen in local government which provides him with services which make his life safer and more comfortable.
- b. Every citizen comes in daily contact with his state government, which handles those problems not purely local and which are not handled by the Federal Government.



1. The first part of the report deals with the general situation of the country and the progress of the work done during the year.

2. The second part of the report deals with the results of the work done during the year and the progress of the work done during the year.

3. The third part of the report deals with the results of the work done during the year and the progress of the work done during the year.

4. The fourth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

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6. The sixth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

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8. The eighth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

9. The ninth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

10. The tenth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

11. The eleventh part of the report deals with the results of the work done during the year and the progress of the work done during the year.

12. The twelfth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

13. The thirteenth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

14. The fourteenth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

15. The fifteenth part of the report deals with the results of the work done during the year and the progress of the work done during the year.

27. (continued)

- c. The national government serves the people by providing those services that are national in scope, and applicable to all the states alike.

28. There has been a tremendous growth in the functions of government due chiefly to the increasing need of regulating business until the increasing number of services rendered its citizens by the modern state.

29. The study of government introduces new concepts and a new vocabulary. A working knowledge of these terms must be mastered if such a study is to have a high degree of lasting value.

Indirect learning products.-- Considered to be the same for each "sub-unit". See page 11.

The following table shows the results of the experiments conducted during the year 1902-1903. The table is divided into two columns, one for the first series of experiments and one for the second series.

The first series of experiments was conducted during the month of January, and the results are given in the first column of the table. The second series of experiments was conducted during the month of February, and the results are given in the second column of the table.

The following table shows the results of the experiments conducted during the year 1902-1903.

The first series of experiments was conducted during the month of January, and the results are given in the first column of the table. The second series of experiments was conducted during the month of February, and the results are given in the second column of the table.

1902-1903

The following table shows the results of the experiments conducted during the year 1902-1903. The table is divided into two columns, one for the first series of experiments and one for the second series.



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THE UNIVERSITY OF CHICAGO

PHYSICS DEPARTMENT

CHICAGO, ILLINOIS

APRIL 10, 1951

PROF. J. R. OPPENHEIMER

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### Sub-unit Three

#### Unit Assignment

##### \*Introductory activities:

(\*See introductory activities in "sub-units 1 and 2").

1. Provide each member of the class with a map of the local community, showing all possible public buildings and services--city hall, parks, libraries, schools, water system, electric plants, police stations, etc. After a class discussion to familiarize the students with the map, have them analyze the things that must be provided within the framework of government in order to have all these services. Try to classify these services into judicial, legislative, and executive duties. This should direct the attention of the class to the question of the function of government. A few well chosen questions concerning why we have a system of government might be needed as an added stimulant.
2. Provide each member of the class with a copy of the Preamble to the Constitution. Perhaps you will want to read it aloud to the class. Ask them for their interpretation of the Preamble. Attempt to have them see and point out the six objectives set forth. Ask for an explanation for the words, "We, the people-". Such a discussion should lead to questions concerning the reason for the Preamble and thus lead into the work of the unit.





3. Ask each student to write his definition of the expression, "The American Way of Life." Call on various individuals to read their explanation and ask other members of the class for criticism. Allow each student every opportunity to support his interpretation. It might be helpful to list the various points made and agreed upon so that the progress of the discussion can be seen by all.

4. Using a similar technique, the topic, "What Democracy Means to Me", might be used as a means of introducing the unit.

5. Ask for the types of services performed by governments which affect individuals in the class. Divide these services into three groups; those provided by the state, the Federal, and the local governments. Lead the class into discussing the reasons why we have different governments providing services. Attempt to have them see the relationship between Federal and state government, state and local government, and Federal and local government. Certain conclusions should be reached, but make use of those instances where ignorance of the facts appears to show the need for further information in this area.

6. The March of Time film, "The Supreme Court", might be shown to the class. The film should be pre-viewed by the teacher in order to prepare a list of specific points to be noted by the students. This list should be prepared according to the special use the teacher expects to make of this film as an introduction to the unit.

1. The first section of the Constitution of the United States, which relates to the legislative power, is contained in Article I, Section 1. It provides that "All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives."

2. The second section of Article I, Section 1, relates to the House of Representatives. It provides that "The House of Representatives shall be composed of Members chosen every second Year by the People of the several States; and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

3. The third section of Article I, Section 1, relates to the Senate. It provides that "The Senate of the United States shall be composed of two Senators from each State, chosen by the Legislature thereof, for six Years; and each Senator shall have the Qualifications requisite for Senators of the most numerous Branch of the State Legislature."

4. The fourth section of Article I, Section 1, relates to the election of Senators. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

5. The fifth section of Article I, Section 1, relates to the election of Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

6. The sixth section of Article I, Section 1, relates to the election of Senators and Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

7. The seventh section of Article I, Section 1, relates to the election of Senators and Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

8. The eighth section of Article I, Section 1, relates to the election of Senators and Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

9. The ninth section of Article I, Section 1, relates to the election of Senators and Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."

10. The tenth section of Article I, Section 1, relates to the election of Senators and Representatives. It provides that "The Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature."



Core Activities:

1. What is the difference between economic, political, and social democracy ?
2. The United States is a representative, constitutional, federal, republic. What does each term mean ? Using your definition, find an example in our government that will illustrate each of these terms.
3. What emphasis is placed on "We" in the Preamble to the Constitution ?
4. List the six principles for which our Constitution was "ordained" and "established".
5. Note that the Constitution is divided into articles, sections and clauses. Compare this form with your student council constitution. What are your conclusions ?
6. Read the titles of the articles and sections in the Constitution in order to familiarize yourself with the supreme law of the land.
7. What is the relationship between the simplicity of the Constitution and its longevity ?
8. How may our Constitution be amended ?
9. What advantages can you see in having a difficult process for amending a constitution ? What disadvantages ?
10. How many amendments have been added to our Constitution? Briefly, what does each amendment provide ?
11. In addition to the amendments, mention four ways in which our Constitution has grown. Give examples.

10/11/1911

1. The following is a list of the names of the persons who have been

admitted to the club.

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13. The following is a list of the names of the persons who have been

12. What were five distinctive features of the Articles of Confederation which proved to be their greatest defects ? Show how the Constitution provides for these specific defects.
13. What was the fundamental difference between the Articles of Confederation and the Constitution ?
14. Name some of the groups and individuals who favored the adoption of the Constitution. What arguments did they advance ? Why ?
15. What groups and what well-known men led the opposition to the adoption of the Constitution ? What arguments did they advance ? Why ?
16. How many states were required to ratify the Constitution before it could become the law of the land ?
17. During the Constitutional Convention, two different plans were proposed known as the "Virginia Plan" and the "New Jersey Plan". In what way were they different ? By whom were they proposed ? What was the compromise that finally resulted ?
18. What did the individual states gain by entering the Federal union ? What did each state lose ?
19. The Constitution was not framed by theoretical radical revolutionists. Is this statement true ? Explain your answer.
20. Where may one find the American "Bill of Rights"? What rights are guaranteed ? How do you explain their location in the Constitution ?



1. The first part of the document is a letter from the President of the United States to the Congress, dated January 1, 1861. It contains a statement of the President's views on the state of the Union and the course of action which he proposes to pursue.

2. The second part of the document is a report from the Secretary of the Treasury, dated January 1, 1861. It contains a statement of the financial condition of the United States and the measures which have been taken to meet the public debt.

3. The third part of the document is a report from the Secretary of the Interior, dated January 1, 1861. It contains a statement of the land and mineral resources of the United States and the measures which have been taken to develop them.

4. The fourth part of the document is a report from the Secretary of the War, dated January 1, 1861. It contains a statement of the military condition of the United States and the measures which have been taken to strengthen the national defense.

5. The fifth part of the document is a report from the Secretary of the Navy, dated January 1, 1861. It contains a statement of the naval condition of the United States and the measures which have been taken to strengthen the national defense.

6. The sixth part of the document is a report from the Secretary of the State, dated January 1, 1861. It contains a statement of the foreign relations of the United States and the measures which have been taken to maintain peace and harmony with the other nations of the world.

7. The seventh part of the document is a report from the Secretary of the Agriculture, dated January 1, 1861. It contains a statement of the agricultural condition of the United States and the measures which have been taken to improve the industry.

8. The eighth part of the document is a report from the Secretary of the Education, dated January 1, 1861. It contains a statement of the educational condition of the United States and the measures which have been taken to improve the system.

21. Why is the power of taxation considered the most fundamental characteristic of sovereignty ?

22. Why is the creation of the Federal judiciary considered the most original part of our Constitution ?

23. In what part of the Constitution are most of our civil liberties found ?

24. Read the Constitution and make a list of the words and phrases which you do not understand or would like to have explained. Give this list to the class committee. This committee will provide you with the information you require.

25. Did the Constitutional Convention have the power to write a new Constitution ? Why were the sessions held in secret ?

26. The delegates to the Constitutional Convention arrived at an early agreement on certain basic principles. List the principles upon which there was general agreement. Now prepare a list of the points on which there was strong disagreement. What is your explanation for this mixture of feelings among the delegates ?

27. Consult a copy of your state constitution. From the preamble, determine the purposes of your state government. Compare them with the purposes given in the Preamble to the Federal Constitution. What similarities and differences do you find ?

28. Explain the meaning of the terms-"separation of powers", and "checks and balances". Use specific examples from our Federal government.





29. Prepare a chart showing the powers granted Congress by the Constitution.
30. Our Constitution is a living document. Give your interpretation of this statement. Can you illustrate your answer with specific examples ?
31. Under our Constitution, what is the real source of government authority ?
32. Prepare a chart that will illustrate the principles of checks and balances found in our Federal government.
33. What powers are specifically granted to the states by the Constitution ? What powers are specifically forbidden the states ?
34. Make your own definition of democracy. Does it exist in your home ? In your school ? Must there be limitations on it in either or both instances ?
35. Did the Constitution provide a democracy for the people of the thirteen colonies ? Give this question careful consideration and be ready to defend your answer before the class.
36. What political and economic interests were represented by the members of the Constitutional Convention ?
37. What well-known leaders of this period were not among the members at the Constitutional Convention ? Why were they absent ?
38. What resemblances can you find between the provisions of the first ten amendments to the Federal Constitution and the

The first part of the paper is devoted to a general discussion of the problem of the existence of solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the system has solutions for all values of the parameters  $\alpha$  and  $\beta$  if the function  $f(x)$  is continuous and has a bounded derivative. The second part of the paper is devoted to a detailed study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are unique and depend continuously on the parameters  $\alpha$  and  $\beta$ . The third part of the paper is devoted to a study of the asymptotic properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) approach zero as  $x \rightarrow \infty$  for all values of the parameters  $\alpha$  and  $\beta$ . The fourth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are bounded for all values of the parameters  $\alpha$  and  $\beta$ . The fifth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are continuous for all values of the parameters  $\alpha$  and  $\beta$ . The sixth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are differentiable for all values of the parameters  $\alpha$  and  $\beta$ . The seventh part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are twice differentiable for all values of the parameters  $\alpha$  and  $\beta$ . The eighth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are three times differentiable for all values of the parameters  $\alpha$  and  $\beta$ . The ninth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are four times differentiable for all values of the parameters  $\alpha$  and  $\beta$ . The tenth part of the paper is devoted to a study of the properties of the solutions of the system of equations (1) for arbitrary values of the parameters  $\alpha$  and  $\beta$ . It is shown that the solutions of the system of equations (1) are five times differentiable for all values of the parameters  $\alpha$  and  $\beta$ .

38. (continued) provisions contained in the Magna Charta, English Bill of Rights, and the Virginia Declaration of Rights ? Can you find any other document or source that might aid in tracing the origin of these civil rights ?

39. Give at least one example of each of the following:- civil liberties, habeas corpus, ex post facto law, warrant, "due process of law", electoral college, general welfare, and impeachment.

40. How can you, as an individual, help to preserve democracy in America ? How does the right to vote allow the American people the opportunity of making their government as democratic as they wish ?

41. According to the Constitution, how shall the President of the United States be elected ? How has custom affected this provision ?

42. What provisions were made by the framers of the Constitution for its ratification ?

43. What were the "Federalist Papers" ? By whom were they written ? What purpose did they serve ?

44. What promise was made to the people in various states in order to have the Constitution ratified without change ?

45. What provisions were made in the Federal Constitution to meet the needs of our future territorial expansion ?

46. Many people think that our Federal government has become too complicated. They say it is a "bureaucracy". What do you think this means ? Why do you think the Federal government has become so complicated ?





47. When the President and the Congress do the governing how can we say we have a democracy ? In what ways do the people have control over the President and the Congress ?
48. In time of war do we have freedom of speech ? Explain.
49. Why is it we seldom question the decisions of the Supreme Court?
50. What qualifications do you think that people should have to be elected to Congress ? Why ?

Optional related activities:

1. How do you account for the increasing functions of government ? Do you believe this trend should be viewed with alarm or complacency ? Explain your position.
2. Each week on the radio there is a program called the "Town Meeting of the Air". This program provides an excellent opportunity to hear well-informed people discuss the problems which concern everyone of us. Listen to several of these programs and prepare a report giving your reactions to the points under discussion.
3. Does our Constitution contain any provision concerned with public education ? How does the Federal government contribute to the educational program in your community ?
4. In parallel columns, list some of the problems dealt with by the Federal and State governments. Which of these fall largely to one area of government ? Which ones have to be dealt with by both ? Which require the closest

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## THE SECOND QUESTION

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4. (continued) cooperation ?
5. Consider yourself one of the delegates from New Jersey at the Constitutional Convention. State the reasons why you are advocating the principles contained in the so-called "New Jersey Plan". If you prefer, you may substitute the "Virginia Plan" as the one which you are supporting. Arrange with the teacher how the report will be made.
6. The problem of interstate commerce was very important during the period following the Revolution, and the central government did not have the power to control it. Today it is the specific power of Congress. Prepare a report on the history of the Interstate Commerce Commission and the services it provides the American people today.
7. A small committee of interested students might hold a convention to draft a constitution for the class, their home room, or a club. The final draft might be presented to the class for their discussion and approval. Consult the teacher for further information.
8. If you care to further your knowledge of the activities of the Constitutional Convention, you will find several sources available in the library. Arrange with the teacher before starting this activity.
9. Prepare a chart comparing the Articles of Confederation with the Constitution. Show how the weaknesses of the Articles were corrected in the Constitution.



10. Dramatize a New England Town Meeting in which the new Constitution is being discussed.
11. Show by means of a cartoon the struggle which existed between the large and the small states in the Constitutional Convention.
12. Organize a panel discussion of country men around a country store discussing the new Constitution.
13. Write an editorial showing the attitude of some people toward the work of the Constitutional Convention.
14. Make a chart showing the demands of the different interests groups represented in the Constitutional Convention, and the compromises which finally solved these differences.
15. On a map of the colonies put the date on which each state ratified the Constitution. Indicate by means of some method the reasons why some states were slow to ratify.
16. Prepare very carefully an amendment to the Constitution which you believe would make our Constitution provide for a "more perfect democracy". Your amendments may be changes in the Constitution or additions.
17. Prepare a bibliography of five books which are not included in the bibliography given you by the teacher. These books must provide additional information on the amendments to the Constitution.
18. If you are interested in becoming a member of a class committee on the Constitution, come up and see the teacher and make arrangements for your new duties. You will be





18. (continued) expected to become an "authority" on the Constitution. It should be good fun.

19. Follow your newspaper carefully for a week for news items, pictures, and articles dealing with civil liberties. Mount these on cardboard with your own comment attached and bring them for the class to look over.

20. Prepare twenty-five objective questions dealing with the amendments to the Constitution. Ask the teacher for help and instruction in how to prepare good objective questions.

21. Prepare a chart of the Federal Government that will show the three branches of government, the organization of each branch, and some of the important powers of each.

22. Secure the following information about your own representatives in the Federal government: In what congressional district do you live? How many congressional districts are there in your state? Who is the congressman from your district? Where does he live when not in Washington? To what committees do your representatives in Congress belong?

23. A committee might be formed to follow a bill through Congress. Watch the papers daily for information concerning the progress of this bill. The committee should make regular reports to the class.

24. Arrange a bulletin board display of pictures and clippings showing organization and work of the three branches of our Federal government.

25. Using some graphic form, try to show how the Federal government does "insure domestic tranquility."





Achievement Test Items:

Read the following statements and determine whether you consider them to be true or false. If you believe the statement as given to be false draw a circle around the number of the item. If you believe the statement to be true, draw an "X" through the number of the item.

1. State legislatures, during the "Critical Period", were interested in the interests of the Union.
2. The state legislatures reflected the interests of the merchants and businessmen in their attitude toward cheap money.
3. Delegates to the Constitutional Convention were called for the purpose of writing a new Constitution.
4. Delegates from thirteen states met in the Constitutional Convention.
5. The delegates at the Constitutional Convention represented primarily the propertied and business groups.
6. Well-known men such as Jefferson, Samuel Adams, and Patrick Henry were absent from the Convention.
7. The Confederation Congress could not stop state issues of paper money.
8. The delegates soon agreed that the revision of the Articles of Confederation was not feasible.
9. The delegates to the Constitutional Convention represented a good cross-section of the American people.
10. The delegates agreed that the sessions of the Convention would be kept secret.

THE JOURNAL OF THE  
ROYAL ANTHROPOLOGICAL INSTITUTE  
VOLUME 100, PART 1, 1970  
PUBLISHED BY THE  
BRITISH ANTHROPOLOGICAL SOCIETY

1. The Journal of the Royal Anthropological Institute is a quarterly journal of the British Anthropological Society. It is devoted to the publication of original research papers and reviews of books and articles in the field of anthropology.

2. The Journal is published by the British Anthropological Society, which is a charitable organization dedicated to the advancement of the study of man and his origins.

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11. The small states, through their delegates, demanded equal representation with the large states in the new government.
12. Various compromises were required to take care of the details for this new form of government.
13. Compromise means equality.
14. Many delegates refused to sign the new Constitution.
15. The new Constitution contained a provision requiring every state's approval before it could become the law of the land.
16. The new Constitution was favorably received by the people in the thirteen states.
17. The "Federalist Papers" were articles explaining and supporting the new Constitution.
18. Alexander Hamilton did not approve this new document.
19. The people criticized this Constitution because it did not contain a bill of rights.
20. The rights demanded by these people were promised, by supporters of the Constitution, in the form of amendments to be added as soon as the new government could be established.
21. The question of states losing their sovereignty under this proposed plan of government was not considered important by the people.



4

22. The new Constitution provided a strong central government.

23. The new Constitution contained many practices already established in many of the state constitutions.

24. This new document contained a Preamble which explained the purpose of this new form of government.

25. The Preamble states that the Constitution was ordained and established by the people.

26. Under the Constitution each state government determines the qualifications of the voters within its boundaries.

27. There have been thirty-five amendments to our Constitution.

28. Individual citizens can do nothing to make democracy function better.

29. Citizens of a democracy should believe that their rights and privileges require corresponding duties from them.

30. The Federal Constitution, as originally adopted, provided for a bicameral legislature.

31. The framers of the Constitution provided a simple manner for providing Constitutional amendments.

32. A system of checks and balances was provided in our Constitution to keep any one department or branch from becoming too powerful.

33. The Virginia Plan of representation was finally incorporated into the final draft of the Constitution.





34. The states, under the Constitution, retained their former powers.

35. The Constitution provided for one branch of government which would have legislative, executive, and judicial powers.

36. The powers of the Federal government are listed in the Constitution.

37. The check and balance system established a system of sound money.

38. The judicial power was vested in the Supreme Court and such other courts as Congress deemed necessary.

39. The Constitution is the supreme law of the land.

40. The body of men we elect to make our national laws is known as the executive branch.

41. In a representative democracy, the people do not delegate authority to others, but take a direct role in the government.

42. Our American form of government has necessitated a large number of amendments in order to meet the needs of the people.

43. The Constitution has proved to be a flexible document to the extent that it has required few changes since its origin.

44. Custom has added unwritten features to our written Constitution.

45. Our national government today provides services which the framers could not foresee.



46. The framers of the Constitution established the cabinet system as an aid to the chief executive.

47. The Federal Government was given complete control over interstate commerce.

48. The framers of the Constitution provided for members of both houses of Congress to be elected by the people, directly.

49. The Constitution contains a list of things which the states cannot do.

50. The organization of our state governments resembles very closely the organization of our Federal government.

#### MULTIPLE CHOICE

Below are several questions each one of which is followed by four answers. In the parentheses at the left, place the number of the best answer. Only one answer is correct for each question.

A.

( ) The President of the United States is elected---

1. Directly by the people.
2. By vote of members of the state legislatures.
3. By electors chosen by the people.
4. Every eight years.

B.

( ) The chief method used to adopt our Constitution to economic and social change is-----

1. Presidential proclamation, as need arises.
2. Amendments.
3. Custom.
4. Interpretation of Constitutional provisions by our courts.





## C.

( ) A service provided the people of a state by the Federal government must ---

1. Be of great interest to every citizen.
2. Be administered by local and state authorities.
3. Be free to the citizens.
4. Be made available in the same manner to all people in all states.

## D.

( ) The relationship existing between state and local governments is that ---

1. Local and state governments may not interfere with each other.
2. Local governments are more important.
3. The powers of the local government are granted it by the state constitution or legislature.
4. Local and state governments have no need for cooperation.

## E.

( ) A question faced by the delegates at the Constitutional Convention was---

1. How to weaken the powers of the central government.
2. How to spend state money collected from taxation.
3. How to provide fair representation for large and small states.
4. How to control political parties.





F.

( ) The document reporting debates in Congress is called the----

1. Congressional Record.
2. Congressional Directory.
3. Congressional Journal.
4. Government Manual.

G.

( ) A bill vetoed by the President may still become a law if repassed by ----

1. The House of Representatives.
2. The Senate.
3. Two-thirds majority of both Houses of Congress.
4. A majority of both Houses of Congress.

#### COMPLETION

Complete the following sentences using the word or words necessary to complete best the thought involved. Place your answer in the space provided at the left of each item.

- 1. There are---objectives set forth in the Preamble.
- 2. The Preamble begins with the words, "We, the---- of."
- 3. Each state elects ---- members of the national Senate.
- 4. The President is now inaugurated in the month of -----.
- 5. The President is the chief of the ---- branch.



- 6. The first ten amendments to the Constitution are known as our -----.
- 7. The Constitution gives the power to lay and collect taxes to -----.
- ⑥----- 8. The members of the Supreme Court are appointed by-----.
- 9. Today members of both Houses of Congress are elected directly by the -----.
- 10. Decisions handed down by the --- have added unwritten features to our Constitution.





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